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"Developmental growth" and "average" are two concepts that can be recognized in teachers as well as in students. Inservice teacher training programs must be planned to allow for individual abilities and individual growth. A carefully structured program will (1) fit the program to the personnel, (2) extend over a long time period, (3) have instructors who are at different levels of professional competence, (4) provide support and challenge for participants, (5) conduct exemplary meetings and seminars, (6) demonstrate with children, (7) mix teachers from several schools, (8) encourage teacher individuality, and (9) make professional materials available. Local IRA groups can offer such programs even more effectively than colleges because of the time limit and external motivation of an outside institution. One NDEA Reading Institute is described in detail, and excerpts from participant responses are quoted. References are included. (BS)

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ESTABLISHING GUIDELINES FOR EFFECTIVE IN-SERVICE PROGRAMS IN READING

Symposium III In-Service Education in Reading
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Introduction

Two concepts are basic in teaching children to read. These same concepts are basic in teaching teachers. One is expressed by the term developmental growth, the other by the word average. Let us review them.

Developmental growth and average are easily illustrated. Table I shows the measurements of shoe size in a normal third grade. The shoe sizes range from twelve through eight. The average size, three, by coincidence, corresponds to the grade level of the children, although the arithmetic average is 2.95833.

The child who now wears size twelve is growing and will continue to grow. She will grow from size twelve into size one, two, and then three. There is no way for her foot to get from size twelve to size two without fitting size one at some time. This is the developmental nature of growth.

TABLE I

SHOE SIZES OF TWENTY-FOUR THIRD GRADE CHILDREN IN SEPTEMBER

Shoe size		Number of children
7-8	X	1
5-6	X X X X X	5
3-4	X X X X X	5
2	X X X X X X	6
1	X X X X X X	6
12	X	1

Note that about half the shoe sizes fall above average and half below. Average is a mid-point. It is defined that way. Teachers recognize and can define average. Unfortunately many teachers ignore the implications of this concept in teaching children.

Books come in sizes as shoes do. A basal reading text with a numeral 1 on the cover is easier than a book from the same series with a numeral 2 on the cover. Book 2 is easier than book 3, etc. Many people think these numerals indicate grade levels. They do not. The numerals designate the difficulty or size of each book.

Table II reports the book sizes of these same third grade children. A reading teacher should be able to measure book size as easily as a shoe salesman measures shoe size. The details of this process have been published previously (1).

TABLE II

BOOK SIZES OF TWENTY-FOUR THIRD GRADE CHILDREN IN SEPTEMBER

Book size		Number of Children
6+	X X	2
5	X	1
4	X X	2
3^2	X X X X X X	6
3^1	X X X X X X	6
2	X X X X X	5
1	X X	2

The range of book sizes in this class is from book 1 to above book 6. The average is 2.9166. About half the children fall above average and half below. Note the implication of the word size. A child who is reading book size 1 is expected to increase his reading ability developmentally through book size 2, 3, 4, 5, etc. The term size implies growth.

No stigma is attached to saying that a child wears a size 3 shoe. The size is descriptive and free of emotion. Saying that a child is achieving at book size 5 is descriptive and free of emotion. Emotion permeates immediately if a teacher says a child is reading at fifth grade level. Book size 5 implies that the child is growing and will grow into book size 6, 7, 8, etc. Grade 5 labels his achievement as good, average, or poor depending upon his age and grade placement and obscures the developmental growth of reading. Every pupil's achieving at grade level becomes the goal; every pupil must be at least average.

It should be obvious that stretching the smallest feet to at least size 2.98533 would not bring these children up to average because the average would go up. Any teacher who asked parents to stretch their child's feet would be laughed at or fired, but certainly not taken seriously. A third grade teacher who sends home book three with every child is taken seriously. Third grade children are expected to master book three.

Children accept the concepts of shoe size and book size and average. They know they are growing. They know some of their friends are bigger and some are smaller. They know that some of their friends read well and some have trouble reading. They attach no stigma if the school and home do not. A shoe salesman would lose customers if he gave report cards with A's, B's, C's, D's, and F's; A's for big feet and F's for small. The shoe salesman is concerned about a comfortable fit, not an emotional label of goodness and poorness. No one talks about a good shoe size or a poor shoe size. Teachers frequently talk about good readers and poor readers, labels which reflect the attitude of the teacher.

Table III is hypothetical. It reports teacher size, or teaching ability, of thirty primary teachers. A high score, a large teacher size, means excellent teaching, and a low score, a small teacher size, means minimally acceptable teaching. Half the teachers are above average and half are below. Just as there is a <u>poorest</u> reader in any classroom there is a <u>poorest</u> teacher in any school. Eliminate the <u>poorest</u> reader and another takes his place. Eliminate the <u>poorest</u> teacher and another teacher is now the <u>poorest</u>. The adjective <u>poorest</u> is not fair. It is

qualitative; it implies not acceptable. The poorest teacher is certificated and most likely teaching fairly well. Some one is poorest in any group no matter how good the group is. Terman had his dumbest genius.

TABLE III

TEACHER SIZE (HYPOTHETICAL) OF THIRTY THIRD GRADE TEACHERS

Teacher size		Number of Teachers
10	X	1
9	X X	2
8	X X X	3
7	X X X X	4
6	X X X X X	5
5	X X X X X	5
4	X X X X	4
3	X X X	3
2	X X	2
1	X	1

The poorest teacher may be a first year teacher. She will be a better teacher a year from now. There is no question that she has the potential to improve each year in her ability to teach. Teachers and teaching ability come in sizes. Teachers of teachers are hypocrites if they don't believe that teaching ability is developmental and can improve.

Children learn to read as they accept themselves, and as teachers accept children's sizes and the implications of their sizes. Teachers improve in their ability to teach as they accept themselves, and as teachers of teachers, supervisors, and administrators accept teachers' sizes and the implications of their sizes. Education has suffered long

from the delusion that all teachers are of equal ability. The pretense that teachers are of equal ability leads to supervision which assures through curriculum guides that [redacted] every teacher does the same thing. Classes become rigid, and teaching is mediocre at best. Teachers improve in teaching when administrators and supervisors recognize each teacher's strengths and work to develop programs which openly recognize these individual differences. Every teacher can make a significant contribution to the learning of children.

Actually administrators and supervisors openly recognize many differences in making teacher assignments. Skilled musicians serve as music teachers, mathematicians teach math. However, open recognition stops at this point. There is a fear that open recognition of teaching talents will require merit pay. Fear of merit pay is one of the most constricting forces inhibiting in-service teacher education. Merit pay implies unmerited pay. All teachers are meritorious; some are more meritorious than others. Although this may sound like Big Brother speaking from Animal Farm, it is true. Some of Terman's geniuses were more smart than others. We erect educational windmills by putting qualitative judgments of goodness and badness upon performance which is above or below average, and we spend time fighting the inexorably turning arms. We must apply the understanding of average and developmental growth in in-service teacher training programs.

A Program

We recently completed a 54-week NDEA Institute in developmental reading at the junior high school, training twenty teachers. The

designation junior high was used loosely since the teachers instructed children from grades three through twelve. We specifically chose teachers of all levels of teaching ability as far as could be judged by transcripts and letters of recommendations. We firmly believed that all teachers, teachers of all sizes, could improve in their teaching.

The summer program included four college courses: 1) Individualized Reading Instruction; 2) Improvement of Instruction in Reading in the Secondary School; 3) Observation and Practicum in Teaching Reading at the Junior High School Level; 4) Seminar in Reading Education. These courses required 170 clock hours, not counting time for study or preparation.

During the academic year each teacher was visited regularly by the director and an assistant who observed his classes and assisted in or demonstrated the teaching of reading. The visits took two and one-half to three hours. The supervisors met with the teacher after each visit to discuss the observation and the director followed each visit with a personal letter of evaluation. The letters summarized the lesson observed, reflected fully upon the observation and the follow-up discussions, and offered comments and suggestions. Some letters were brief; many were two to three single-spaced typewritten pages. The letters seemed to be vital in making the visitations successful.

There were monthly seminars at the College and each participant worked on a special project for the year. Each teacher demonstrated a lesson at the Washington Organization for Reading Development Conference. Each attended the annual International Reading Association Conference at Seattle in May.

Four university professors served as evaluators. Each observed at least five teachers, spending approximately one half-day in each classroom visit and each participated in an evening seminar.

We had set the improved teaching of reading as our general goal. We had felt that this would be accomplished if we were successful in treating our twenty participants as individuals and could get them to accept the implications of pupil size and teacher size. Overall the Institute was outstandingly successful. The kudos have been reported elsewhere (1) (2). Some of the effects of our emphasis upon pupil size and teacher size can be sampled by excerpts from the participants' writings as reported in SUPERVISION OF READING INSTRUCTION IN JUNIOR HIGH SCHOOL.

One participant returned to a federally financed reading classroom in a combination elementary-junior high school. He wrote:

> Many reading teachers face a problem each fall. We spent the summer at a college campus school working with children on a one-to-one basis. We used the latest teaching ... materials...
>
> Then we return to our own classrooms! Our new or rekindled spirit, still fresh and glowing from summer-school, begins to flutter and fizzle as we think of meeting individual needs in our inadequate local school environments. I'm sure many have shared this frustration as the one-to-one teaching becomes 35-to-1 on September 1st, and the lively discussions change to talk of the "bad kids," favorite recipes and will we get more money from the school board as we are certainly underpaid.
>
> This year I have had a quandary instead of a problem. I could no longer use the impracticality of graduate school lectures and campus school techniques as an excuse for falling back into the "old" school routine. For my classroom is as up-to-date as a spaceship, and my methods background as meaningful to the students' welfare as it is challenging the best my creative ability has to offer. I have but one job--to teach the art and appreciation of reading to each student coming into my room. I have tape recorders, Craig Readers, Controlled Readers, uncontrolled readers,... a four thousand volume library...
>
> The solution to my quandary was fitting the materials to the students not the students to the materials. Too often reading classes are supplied with one set of books and each child must slosh around in his copy. Every teacher of reading must seek a variety of materials for each interest and for every achievement level. Finally, we should spend our time in diagnosing the kids in our classes as we now spend in grading the students in our class.

(pp. 18 & 20)

Another participant was one of several junior high school teachers who were expected to follow a prescribed program:

> The teacher is the key to effective learning. Although these words are frequently spoken by professional educators, it is questionable if they believe what they say. There are some who will insist that a particular method, approach, or grouping is best for all youngsters or all teachers. This is fallacy. As there are individual differences among children there are also individual differences among teachers. A certain technique, method, or approach that works well with one pupil may fail with another. What works for one teacher may fail with others. This cannot be stressed too much. The teacher is always the key. When a teacher is convinced that a particular method, approach, or technique is suited to him then this is what he will have the most success with.
>
> Since there are individual differences among teachers, it is ludicrous to expect the same procedures to work the same way with all teachers. Yet such is often the expectation in reading programs.
>
> (p. 26)

A participant from a small rural school commented about teacher learning and pupil size:

> How then does one "spark" and foster interest in reading?
> 1. Teachers must be learners. Their preparation is never complete. Teachers must keep up by reading professional publications, increasing their personal knowledge of books and materials, and actively participating in and promoting activities that expand their learnings. The need for continued study and learning, as we have gained through this institute, is imperative.
> 2. Teachers must show a genuine interest in children and their growth both academically and personally. They must diagnose individual achievement and gear teaching to these findings, remaining flexible and willing to adapt to the students and their needs.
>
> . . . (p. 29)

One participant described her learning through tape recordings made during discussions about books:

> In conferencing on books, I learned much more than my children. The tape recorder exposed a teacher vastly different than the one I thought I knew.
>
> First, the teacher on the tape ***talked too much.*** She was doing what the child was supposed to do. The pupils didn't have a chance.
>
> The tape teacher asked questions which could be answered *yes* or *no*. Then the tape teacher asked some more. Obviously pupils needed the opportunity to express their feelings and ideas with other answers than *yes* or *no*.
>
> Many of the children needed to gain confidence in expressing and formulating their ideas. They related a plot easily but had difficulty in determining the author's purpose or in making judgements about a book. The tape teacher's questions didn't encourage thinking.
>
> As the tape teacher learned to listen, to comment and question only occasionally, the tape children began to express their ideas confidently. Fortunately the tape teacher resigned in March and I replaced her.
>
> (p. 31)

One participant had "remedial" reading at the high school level enrolling volunteers who had failed English in previous semesters. He met with two hundred fifty students each day. He reported several projects. Three were:

Project--Student Tutors

I added student tutors because I just couldn't find time to get to know all of my students. When I asked for volunteers for the project, one boy said, "Good idea, kids speak the same language." Nearly all my "old" students volunteered immediately to help the newly enrolled students. Some volunteered to work as teacher's aides. One student said, "There are quite a few students and not all have the same interests. You do need help."

I didn't assign students to tutors. I let the tutors choose the students they wanted to work with. Several small groups were also formed. I gave assignments, instructions, and time schedules and then let the tutors take over.

With the student tutors taking care of most of the details and much of the teaching, I found the time to get to know my students. I got to know tutors better as well as non-tutors. The students said, "Having kids help each other seems like a better way to get more things done. We like it better." "Kids don't confuse you with a lot of things you don't have to know."

Project--Reading Club

I agree now that "kids read with books, not machines." I could see that my students did not read enough. To get everyone to read more books we planned a reading club program. We decided on a goal of one thousand pages for membership to the club. It was a real challenge for all of the students. We needed a way to keep track of books and articles read, so we made a reading club record form. Students were allowed to read any book they could enjoy, and were guided toward easy materials if they were poor readers, as many of them were.

I urged everyone to list only those materials read for reading class, not other class assignments. As soon as our reading club bulletin board was put up, qualified students eagerly signed in.

I gave certificates of achievement at a special one thousand club party. Every student who had read one thousand pages got a certificate and shared our 1000-cake. At the party students said: "Certificates that you get make you feel, well, it gives you a boost." "It's fun to get awards." "The certificates were a good idea and the party, too."

We soon added the two thousand club and three thousand club. Students said: "I'd like to see how high I can go and if I can keep up with everyone at the top." "I'd like to see how much I have read since the beginning of the quarter." "This is a good way of following my improvement."

After reading 3,000 pages, a student received a ***Good Work Report***. This sheet was an exact copy of our school's ***Poor Work Report*** except the word ***Good*** replaced ***Poor***. This surprised many students and literal tears were replaced by smiles and laughter when several students read their work slips which looked so much like their accustomed rebuke.

We added new clubs as our quarter ended. Students said: "I feel I am accomplishing something worthwhile." "I used to hate to read." "I am beginning to read. I hardly used to read at all." "Keep this up and I might turn into a bookworm." This project grew into the ten thousand club before school ended.

Project--Book Reports

Kids hated book reports, so we kept only a record of pages at first. They sensed a need for something more. They wanted new goals for the reading club so we added some more. We set five levels of record keeping or reporting. Level one was keeping a page tally as we had been doing. Level two required title, author, and a short summary, level three, four and five were each more difficult with level five being a critical review. Students are reporting on all levels. They like to challenge themselves.

A teaching principal commented on the recognition and implementation of pupil size and upon the results:

> Any teacher quickly becomes impressed with the fact that there are a great variety of needs within any class. The variety of needs should probably indicate the necessity for a variety of methods, and this leads us to varying degrees of individualization. This is not a new idea but to really face the challenge to do something about it takes steady work and determination throughout the entire school year.
>
> Near the end of the school year I observed a changed and improved attitude toward reading. Reading had become a pleasure and a key to many treasures in all subject areas instead of something to do when there was nothing else to do. Most pupils had lost their concern whether a book was labeled properly, young adult or grade 6 or above. Books had become friends and teachers.

(pp. 38 & 39)

Participants reported frustration with administrative rigidity which vitiated pupils' progress. One participant gave a "free hour" to daily tutoring of the twenty worst readers in a junior high school He reported:

> *Week Number 10*
>
> Today ended the class. I'm sorry and most of the kids are, too. They have asked if we can't continue. We can't. It is the end of the quarter and they must take their academic work. I've volunteered to give up my free period but they can't be excused from class any longer. I fear the old pattern of behavior difficulty will manifest itself again for most. How can a child like Rick, physically mature, academically a misfit - how can he not be on the conscience of all of us who mouth quality education and then fall so short of making it a reality? If the schools are a mirror image of what we want, then many children who are not getting an individualized education because we are denying it, become an albatross around our professional necks.
>
> *One Month Later*
>
> I have watched the classroom performance of the twenty since they are back into their academic classes. There is little or no carry over. The time and success reinforcement were too limited. I'm still frustrated because I know we offered a candy bar--gave a nibble then snatched it away.

(pp. 42 & 43)

One participant kept a reading journal. This was personal and not to be shared. It was several hundred pages finally. The journal reflects a growing teacher. Hopefully these few excerpts do too:

READING JOURNAL, 1966-67

NOV. 10:

... The majority of the class spent their time working on their science animal notebook. I've never seen so much individual enthusiasm over a notebook.

As I sit back and look on my parent-teacher conferences I feel, for the first time, a feeling of ***real*** accomplishment. There were many things that made these the best. There were the pupil-teacher conferences for grades. These worked much better than I ever anticipated.

Another is the approach to reading we've taken this year. It's loose for my traditionalistic conscience, but the students, in general, are doing very well. There are those that are sloughing, but that happened before.

The only argument I have is time. I just haven't the time for all the things I want to do.

(p. 45)

NOV. 18: Opened the reading session with a couple of poems. More favorable reaction today. Discovered something that might explain their dislike for poetry. Through informal chatting with a few boys I found out that for disciplinary measures last year students were made to recite poetry. What a magnificent method to quench the love for poetry or anything for that matter. Why punish with school work?

(p. 46)

DEC. 6:

My science is sick and I'm sick of it. It's no fun to read science. It has to be done with hands. We don't have the room or materials. I'm still thinking (and that is very difficult).

DEC. 8:

Worked with group 3 today. They were "shocked" when I said there were no "pat" answers to some questions I asked them about their reading. No doubt it will take some time for them to get used to this procedure. It's even difficult for me.

(p. 47)

APRIL 6:

Continued with grade conferences today. Only three to go. Thirty-seven pupils is pretty rugged when individual conferences are used.

I've written more this past week than possibly all my undergraduate work put together. It's worth all the effort and even more.

The students have really been well behaved. They do very well during the reading period. It's from 10:30-12:00 that it becomes a little noisy.

Some are not sure what to do with all the free time. The idea of responsibility weighs pretty heavy here. We're both (all) learning though. ..

Why is it that we teachers need concrete grades? I feel we don't feel secure in our own observations and ability to judge. Always on the defense.

(p. 52)

APRIL 20:

••• I'm not sure I mentioned this before or not, but I checked one book that I purchased for 50¢. It was a "Mad" pocketbook. At last count the book had been checked out 25 times (many read it without checking it out). The cover shows the wear, pages are loose, etc. This figures out to less than 2¢ per reading. What better testimonial is there than that?

One teacher stated, "Sure, they'll read that material anytime." Why this attitude? What is reading? I, as one, had ideas such as this in previous years. Thank God I was fortunate to be a part of the Institute.

••• The attitude for reading has taken a significant turn for the better this year in my room. Why? I believe most of it has come from the fact that the student may select his own book at his own level and not be made embarrassed because it is only a level 3, 5, etc., book.

The grading has been geared to achievement and not grade level. It bothers me how these people will be treated next year. This may be the time to hold an inservice instructional class, symposium, etc., with the teachers of reading.

(p. 54)

JUNE 9: The last day -- 1 hour & 15 minutes worth. Read and finished Heidi this morning. It was great - as usual. I gave the book to one of my students, very capable, who more or less is poverty stricken. I want so much for that person to succeed. She now lacks pride in herself and doesn't appear to be too well fed.

This was a great year; many depressing moments but we all made it. I'm very grateful for the opportunity to have been in the Institute. I'll miss this gang. We suffered *many* growing pains together.

(p.58)

Guidelines For In-Service Education

The teachers of teachers, the supervisors, the administrators, or the university professors are vitally important to the success of an in-service program. A good teacher can teach under adverse conditions. However, there are guidelines which can structure in-service programs.

1. Fit the program to the personnel. Be cognizant of differences among both the teachers of teachers and the teachers themselves. Provide flexible programs which are available to all teachers. Make certain that the program is flexible enough to aid the master teacher as well as the beginner.

Be open in the recognition of individual differences. Don't waste time trying to determine which teachers can benefit from the planned program. All teachers improve if the teacher of teachers believes that they can and the program environment is flexible so that teachers are free to improve.

2. Programs should extend over long time periods. A combination of intensive short term study and extensive long term application works well. Short term programs are largely ineffective in changing teachers' classroom practices if there is no follow-up. A short term program may be one afternoon or a summer session. Long term is a school year or more. A series of short term sessions, extension college courses, should not be confused with a long term program.

3. Have a program which plans to use the international expert, the local university professor, the school supervisors, teachers, the teacher aides, and the student teacher. Have teachers of teachers who are at different levels of professional competence.

4. Provide support and challenge. Challenge is suited best to the intensive short term work; support is mandatory during the long period of practical application as teachers innovate. Most teachers need support more than they need challenge. They already know how to teach much better than they are practicing. The praise, the interest, or the assistance from a student teacher or teacher aide may be more important than a suggestion from an expert. Support is easily achieved through seminar meetings of teachers working on the same problem. Praise from colleagues struggling with the same problems is particularly gratifying. Praise may be merely someone who listens without commenting as a technique is explained or justified. Support comes also from knowing that other teachers are having similar problems or worries as new programs are tried.

5. Conduct meetings and seminars which can be exemplars. Teachers will emulate models; teachers do teach as they have been taught. Teachers will change their behavior as they experience new classroom environments. Openly recognize teacher differences in the seminars if you expect teachers to openly recognize pupil differences in their classes. Encourage free discussion and evaluation in the seminar and teachers will begin to emulate this, encouraging free discussion and evaluation in their classrooms. Talking about individual differences will not get teachers out of lock-step teaching. Talking about individual differences and then treating the members of the seminar openly as individuals can get teachers to break lock-step.. Telling teachers to read professional books will not make teachers read professional books. Telling teachers about the books you have been reading, reading excerpts from these books orally, and making these books available for reading during seminar will make readers of many teachers.

6. Demonstrate with children, preferably the pupils of the teacher or teachers who are watching the demonstration. A teacher of teachers should be prepared to demonstrate techniques which he wants teachers to try. One demonstration is worth two dozen lectures. A demonstration may seem inefficient if only one teacher observes, but if it changes her behavior it is highly efficient because she will share the change with other teachers in seminar.

7. There are some advantages of mixing teachers from several schools. Teachers from different school buildings or different school districts do not have the same administrative they to blame for rigid conditions.

8. Programs must recognize they and work to eliminate they. This is the they of a teacher who says, "I'd like to teach differently, but they won't let me."

We once thought they was the uncooperative administration and supervisors. We have changed our minds. They is all teachers who feel threatened when one teacher succeeds. They is all teachers who feel that the staff coffee room is a place for discussing only recent games or the misadventures of poor students. They is all teachers who teach traditionally because it is the tradition. Teachers unwittingly lock themselves into they by not acknowledging the differences among teachers. They is the teachers who want to be average. They is the teachers who want the curriculum guide so that they know what to teach.

Any teacher who breaks from tradition threatens they. Any teacher who does not care about average threatens they. They is those teachers who check with their colleagues so that what is expected can be reviewed, pressuring any inspirational non-they into conformity. Non-they is those

teachers who check with colleagues to get new, exciting ideas to try.

When teachers recognize themselves as part of they, teachers of teachers can help replace they with a non-they which respects and fosters individuality. The strength of teachers is in their individuality.

9. Make professional materials readily available. Pupils read more when they have a classroom library as well as a school library and town library. Teachers will read and discuss professional writings if the books, journals, or reprints are on the coffee table or in a rack beside the coffee pot in the staff room as well as in the curriculum library. Reprints should be distributed to every teacher. Many will not read them but some will, and since there has been total distribution some will discuss what they have read and the non-readers will be encouraged to read some of the articles. Reading professionally can become a habit, but not until it starts.

A Challenge

Teachers, beginning teachers and teachers fully certificated with twenty or more years of teaching experience, welcome supervision and in-service programs which are directed toward improved teaching. Teachers probably do not want the stereotype of old-fashioned supervision which judges their teaching and prescribes what is to be taught. Teachers do not want to be told that they are good or poor. Teachers recognize what is poor without being told. They do not want a traditional report card. Teachers want the opportunity to learn how to teach better, they want support as they try to teach better, and they welcome in-service education which achieves this.

Local IRA councils can offer such in-service programs. Councils do not see this as their role now. Traditionally colleges and universities have sponsored workshops and seminars. The main reason is that colleges give credit. Unfortunately college courses are short term and the motivation frequently is external; the teacher's motivation is to gain five credits and the professor is expected to inspire. Non-credit workshops and seminars are most frequently within a single district or school sponsored by they.

Local IRA councils seem ideally suited for sponsoring seminars which meet approximately monthly and are attended by teachers who want to study and discuss the teaching of reading. The threat posed by the supervisor or administrator is gone. These seminars can be organized by grade levels or interests. They can provide opportunity for master teachers to serve as leaders. They can effectively fight they and explicate an understanding of they. They can act as a clearinghouse for inter-school visits so that visiting days are more than days off. A teacher will choose to visit a colleague because the colleague has been discussing reading projects in seminar.

Ideas presented by the teacher-leader must be sold by their worth. A seminar group will evaluate, because they are under no administrative or credit-grade pressure to comply. Teachers become motivators of teachers as they motivate themselves. These seminars could become vehicles for conducting research, particularly when a variety of teachers or a variety of teacher observation is needed.

Initially these seminars will be a work of professional devotion. I believe school systems will contribute financially to support a local

council when a council demonstrates that it is professionally competent and can change teacher behavior. School systems can give released time to teachers for seminars; they can supply books and materials; they can contribute to the honoraria of speakers; they can provide meeting places. They will utilize the local councils in mutually planning in-service work for their teachers.

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